

ORAL LANGUAGE

Kyneton & Malmsbury PS
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Oral language is purposeful for :

- Formulating ideas
- Seeking information
- Expressing an opinion
- Engaging in discussions
- Questioning and challenging
- Describing
- Persuading



Struggling Readers

- poor comprehension
- limited control of complex structures of oral English
- do not apply background knowledge
- are not critical readers
- high frustration level
- lack of desire to read



The Challenge: Struggling Readers

Low Oral Language

ESL, Koorie, Low SES, Literature poor homes

Guided Reading

Grade P-1: Many struggle with leveled texts with little or no comprehension

Grade 2 -6: Many decode high levels of text with little or no comprehension



Struggling Writers

- lack of desire to write
- experience frustration
- inhibited by the mechanics of writing
- limited experiences
- don't see a purpose in writing
- limited models of writing by proficient writers



The reciprocity of reading and writing

What I think I can say.

My thoughts can be talked about

What I say can be written.

My thoughts can be written about

What is written can be read.

My thoughts can be read about.



The development of
receptive language competence precedes that
of productive language competence.

Growth in listening comprehension
precedes that of reading comprehension.

Turn and talk



The Reading Workshop

60 Minute Reading Block

Whole Class Instruction
Small Group Instruction/Tasks
Whole Class Share





What are the current SMALL GROUP
instructional approaches in your classrooms?



Whole class	Independent or group	Whole class
Mini lesson Modelling a strategy Demonstration	<ul style="list-style-type: none"> •Independent reading •Individual conference •Response to reading •Small group focussed teaching: <ul style="list-style-type: none"> ❖Oral language ❖Read aloud ❖Shared reading ❖Guided reading ❖Reciprocal reading ❖Literature circles ❖Book clubs 	Reflection Share time
20%	60%	20%



Small group instruction enables teachers to use their expertise at the point of greatest need and with maximum impact.



Small Group Instructional Strategies That Work

Most
teacher
support

Least
teacher
support



Language Experience

Read To

Shared Reading

Guided Reading



Small Group Instruction:

Language Experience

Teachers help students develop language by looking at, thinking about, and feeling or reacting to certain experiences. Students focus on 'ideas' rather than the words.



Professional Reading :


- Team Member One – Intro (p4 & 5)
- Team Member Two – What is language? (p5 & 6)
- Team Member Three – Role of Oral Language in Literacy Development (p6 to 9)
- Team Member Four – Essentials of Language Development (p9>)

Placemat



Oral Language: Reading

AN INSTRUCTIONAL STRATEGY

- ✓ Session One: Generate a Discussion
 - ✓ Session Two: Recording Their Thoughts
 - ✓ Session Three: Returning to their Thoughts
 - ✓ Session Four: Interpreting the Text Card
- 

Session One: Day One

Generating a discussion

- Sit in semi-circle so they can all see each other and the chart
- Small group – no more than 6
- Students grouped according to their language needs
- Language generation is the primary instructional focus
- Goal of this session is for students to understand that what they think, they can say





Session Two: Day Two

Recording Their Thoughts

- Generally done the following day
- Takes place once students have produced a number of ideas
- Teacher helps students select and organise the specific ideas they want the teacher to record
- Teacher is the facilitator, taking the students back to their thoughts and then recording them
- What they think, they can say and what they say can be written down





It's walking
It looks like a little bird
She's funny looking
It has long, long, long toes
I think it's a baby
I think

Session Three: Day Three

Returning to their thoughts

- Goal: students recall their own thoughts and ideas as a means of remembering what has been written
- Think – Say – Written – Read
- Print Concepts: one-to-one correspondence, starting points, directionality, return sweep etc
- Reread the text many times, recalling who had the ideas and discuss their understandings
- Teach and model fluency





It's walking
It looks like a little bird
She's funny looking
It has long, long, long toes
I think it's a baby

Session Four: Day Four

Using Photo and Text card

Generating Predictions

- Promotes the need to predict before reading

Reading the Text

- Teachers read and students follow print
- Encourage students to read along
- Model phrased and fluent reading

Interpreting the Message

- Teachers help students make connections to the author's thoughts and message
- Compare their own thoughts to someone else's





This bird has long feet and long skinny legs.



RECORD OF ORAL LANGUAGE

◦ Graded Sentences

- 42 sentences
- 3 sets graded in difficulty
- Assess what students understand of complex structures used by adults
- Insights into student's level of listening comprehension

Rationale:

Students scoring below 5 have acquired only a limited control over the structures of oral English.

- 0-14 (Set 1) = 5 year old
- 15-28 (Set 2) = 5.5 year old
- 29-42 (Set 3) = 6 year old



Oral Language Assessment

Graded Sentences

- 15 sentences
- 3 sets graded in difficulty
- Assesses what students understand of complex structures used by adults
- Insights into student's level of listening comprehension

Rationale:

Students scoring below 5 have acquired only a limited control over the structures of oral English.

- 0-5 (Set 1) = up to 5 year old
- 6-10 (Set 2) = 5.5 year old
- 11-15 (Set 3) = 6 year old



Implications:

- Students scoring <5 have difficulty following simple instructions and texts read in class.
Needs intensive oral language intervention.
- Students at risk:
 - 0-5 Prep
 - 6-10 Year 1
 - 11-15 Year 2 and above



VIDEO

- Comments, questions and planning for implementation

